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ABSTRACT

The Institute was held for school librarians who had experience in organizing and administering the printed media programs, but needed training in selection, organization and use of non-book materials, under a grant from the U.S. Office of Education. The criteria for selection of participants required eight semester hours of library science, one year of experience as a school librarian, and employment as a full-time librarian. A variety of new materials consisting of filmstrips, film loops, slides with tapes or records, and transparencies were used in combination with the lectures and as learning tools. Participants were shown how to organize a media center and how to plan objectives in teaching. Bibliographies listing 62 books and sources on media and audiovisual materials, their cataloging and handling, and six periodicals of interest to those working in the field are included. (AB)

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NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR:

Training in Librarianship

Media; Production, Organization and Utilization

AT:

Marylhurst College

Marylhurst, Oregon 97036

DATES:

June 22, 1970

July 3, 1970

SUBMITTED BY:

Sister Marie Streff, Director

Phone: 503 636-8141 Ex. 56

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Marylhurst, Oregon 97036

II INTRODUCTION

Several times during the last seven years announcements were sent out from the United States Office of Education concerning grant programs for Institutes for Training in Librarianship. Each time the material came to Marylhurst College the President gave it to this librarian, asking whether we were eligible to apply for such a grant. Each time the librarian put it aside, deciding we were not eligible. We offered only a few undergraduate courses in library science.

In 1969 the Oregon State Board of Education authorized Marylhurst College to prepare elementary and secondary school librarians through the Basic norm in library science. When the grant information was brought this time, the librarian took a second look and decided that we might qualify, as we had an established undergraduate library education program.

With the encouragement of the Academic Dean we worked out a program to assist school librarians who had experience in organizing and administering the printed media programs, but needed training in selection, organization and use of non-book materials.

A tentative list of faculty, staff and recommended speakers was drawn up, with names of substitutes in case some were needed. We were very pleased with the response, for nearly every one on the original list graciously accepted the invitation to take part in the Institute, should our proposal be funded.

When an affirmative answer came we set to work on the Plan of

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Operation, and finally on the operation of the plan. The result was a very successful Institute if we can judge by the enthusiastic evaluation of the participants.

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III EVALUATION

1. Relations with the USOE in all Program and Fiscal Matters.

The U. S. Office of Education provided quite explicit and very helpful materials for the Grant Application and conduct of the Institute for Training in Librarianship in its POLICIES AND PROCEDURES MANUAL and the INSTRUCTIONS FOR DIRECTORS. The personnel of the USOE were very careful and patient in checking the proposal.

Mr. Stevens gave considerable assistance in adjusting the budget by telephone communication. He also suggested the name of Mrs. Marilyn Campbell, Supervisor of Libraries for the Seattle Public Schools, as a lecturer in our Institute Program. We were able to contact her by phone in time to include her name in our Plan of Operation. Her expertise proved to be much appreciated by the participants who needed suggestions for working with teachers.

The meeting of the Directors of Institutes for Training in Librarianship in Washington, D. C. was very late for persons who were directing institutes for the first time, (the dates were May 27-28, and our Institute opened June 22). The meeting was very helpful, especially for this director who had never conducted an institute. Information was provided which gave assurance and provided answers for questions which arose during the actual conduct of the session. Getting acquainted with and talking to other directors was the source of new and helpful ideas.

2. Relations with Your Own Administrations.

The College administration was most cooperative in planning and

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carrying out the Institute. In fact it was Dr. Robert La Du, Academic Dean, who suggested that we apply for the grant, checked the first draft of the proposal, suggested some names of persons who might be on the program as faculty or lecturers, and followed the progress of the grant with interest to its completion.

Sister Anselm Mary, College President gave her continued support and encouragement. She was present to welcome the group at the "get-acquainted hour", and gave the speech of welcome at the first formal session.

The Business Manager and staff generously gave their time to work on the budget for the proposal. In addition he answered questions on fiscal matters, set up a system for keeping Institute accounts, and made arrangements for the participants to live on campus.

3. Pre-Institute Preparation -- Problems and Solutions.

We received at least 40 request for information and application forms (from all parts of the U. S.) before any publicity was sent out from the College. Evidently the news releases from the Office of Education were the source of information. As the dates for the Institute were set for June 22 to July 3, we wanted to get the brochure out as early as possible. As this was a busy time in the Public Relations Office (they were getting out the brochure and publicity for the regular College summer session), the printing was delayed for almost a week. As we had stated in our Plan of Operation that preference would be given to school librarians in the Northwest, we confined our mailing list to the four states of Oregon, Washington, Idaho, and Nevada. We used the college addressograph

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and address plates for all the elementary and high schools in these states. A printed label on the brochures stated: "Attention: Librarian".

Three thousand five hundred brochures were printed, and nearly all were mailed. Three hundred thirty requests for information and application forms were received. Two hundred thirty-six returned the completed application forms by April 10, the date stipulated on the brochure; seven returned them after that date. (See Appendix p. 8)

The selection committee had some problems, in view of the number of applications, with only twenty-five places available. This committee was made up of the Director, Assistant Director, and the two full-time instructors, Mr. Stoltz and Sister Ann Myra Seaver. The committee members first went through the completed application forms, marking them in the upper lefthand corner with: name, school address, grade level, sex, age. The first criteria for elimination was residence outside the four named states; this eliminated thirty-one. Twenty-seven other were eliminated as they had previously attended library institutes.

Other criteria indicated on the brochure were: 1) Eight semester hours of library science, including cataloging, or evidence of satisfactory preparation. 2) One year of experience as a school librarian. Other criteria decided to be reasonable were: applicants should be full-time librarians; applicants should be generally under 50 in order to have more opportunity to be of service; persons from smaller school systems were given preference if other points seemed equal; special

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needs when indicated were given weight. Again in the upper lefthand corner, the committee members indicated "Yes" or "No", to indicate where qualifications were satisfactory. Reasons were given for negative answers. At this point some applicants were deemed over-prepared for the type of work offered in this Institute.

When all these points were taken into consideration the qualified group numbered about 36. We went through these again very carefully and selected 25 of those whom we thought would benefit most. The remaining 11 we ranked in order as alternates, and wrote to them giving them their rank and asked whether they wished to remain on call. All but 2 did. In the final group we used 5 alternates to replace persons who for various reasons could not participate.

It would have helped in selection if we had included a few questions which would have required definite answers concerning number of hours preparation in cataloging, for example. Some did not indicate what their background was. A question to indicate previous preparation in A-V, too, would have helped. The last alternate accepted was really over-prepared for this group.

4. Orientation of Participants

Many of the participants on their arrival remarked on the number of helpful communications which had been sent to them beforehand. These included information on advantages of living on campus, helpful notes about the campus, room reservations, partial bibliographies, a map showing the location of Marylhurst in relation to the main highways, announcement about a "get-acquainted hour"; and a request to

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bring examples of teacher or pupil or librarian-made materials for "show and tell".

We forgot to mention that bedding and linen were supplied in the residence halls, and that reading lamps might be needed for those residing in Davignon Hall. In the evaluation sheet given at the close of the Institute, many participants mentioned that they would have liked to have had an outline of the course ahead of time so that they could have brought materials for specific projects. We had taken for granted that they would know that preparation of materials in a media course would include production of transparencies, tapes, slides, films, pictures, etc. Another serious omission was that the announcement of the date for paying stipends was not made until the first day of the Institute. Although payment of board and room was not required until stipends were paid, some participants found this a little inconvenient.

5. Physical Facilities

The physical facilities were evidently satisfactory according to the evaluation of participants - 19 rated them excellent, 6 rated them good. Specific mention was frequently made of the beautiful campus, the comfortable living quarters, the good food, the inspirational library, spacious working area and adequate equipment. Two persons mentioned that there could have been a few more tables in the lab; these could have been easily provided. One person would have found it more convenient to have the video-tape equipment in the same building as the lab.

The Marylhurst College Media Center had all the necessary equipment for a group of this size as all were not required to work on the

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same things at the same time. However, it was found necessary to provide a second super 8 mm camera in order to complete all the filming within the limited time. Arrangements were made to rent one for a week so that some of the finished projects could be reviewed by the group while still in session.

6. Field Trips, Laboratory Work, Practice .

Four field trips were scheduled for the Institute; a fifth, to John Adams school in Portland, was voluntarily arranged by a group of interested high school librarians. Participants agreed that these were useful and gave new ideas for their own situations. The best rating was given to the field trip to Pacific University at Forest Grove. Here, Dr. Fred Scheller, director of ALERT Center gave much helpful information on equipment, media, and the possible uses for learning. A brief stop on the way home at the L. W. Henry Elementary School in Hillsboro gave an opportunity to see an example of book and A-V media combination worked out in a pod arrangement for different grade levels.

The West Linn Public Schools illustrate the system of a central office which catalogs and processes all materials, but houses them in the various libraries, from where they are routed from building to building on call.

Roosevelt High School in Portland, a Knapp Project School Library, showed some of the problems inherent in a situation where materials overwhelmed an inadequate staff to the detriment of a well-organized program.

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Depending on the educational level and previous experience of the librarians each field trip received ratings between 1 and 4 in usefulness. All were helpful for some librarians.

Because each participant was from a different school and had a different background we need to know the competencies of each. For this a Proficiency Check List was given to each. (See appendix, p.20). After this was checked it was evident that some might wish to substitute activities more relevant to their needs for some of those listed on the "PARTICIPANTS TO DO FOR PRODUCTION" sheet, which listed the activity and the materials needed for each. (See appendix, p.22). A number of duplicated pages were supplied including instructions for dry mounting, slide reproduction, list of basic materials for photographic copy process, steps in making a super 8 mm film, time charts for projection, reprints of magazine articles on media, etc. Outside of lectures and scheduled classes, participants were free to work on any type of media at the stations provided in the large room. Materials and equipment were easily available and instructors and lab assistants were present to assist at all times. Everyone was pleased with the spacious work area, the easy access to equipment, the availability of materials, and the assistance given by the staff. The laboratory experience included work with: transparencies of various types, dry mount, slides, video-tape recording, 8 mm movies, visual maker, color lift.

7. Participant Communication with Director and Staff

Some staff members were available at all times from 9 a.m. to

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9 p.m. or later. There was a general spirit of friendliness and helpfulness in the whole institute group. Participants felt a satisfaction of having learned and accomplished much, both professionally and socially.

In response to this point in the evaluation comments were:

"Excellent." "Very good." "Extremely."

"You made yourselves almost totally available all day and into the night."

"All the staff were most helpful and knew what they were doing."

"... were so helpful and so approachable that everyone was put at ease."

"Very effective. Help was available whenever it was needed."

"I don't believe you could have improved upon them."

"Excellent. Cooperative to the point of spoiling me."

"I have never worked with a more amiable staff - willing to help us with all problems."

"Your staff is one of the most helpful I have experienced - outstanding."

8. Full-time VS. Part-time Staff

The full-time staff were regular faculty of Marylhurst College. Sister Ann Seaver set up the production schedule and prepared helpful procedures for the various media.

"Sister Ann's introduction was good; not too accelerated for the 1st round."

"The planning and organization of the Institute, I felt, was outstanding because it provided us with such a wealth of information and materials and also kept everyone so busy producing the materials. We all worked long hours at a fast pace because there was so much we wanted to do."

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Mr. Stoltz taught cataloging procedures for all types of audio-visual materials and their combinations.

"Jim Stoltz' lectures were most valuable as he understood problems of cataloging A.V. materials and had practical suggestions."

"Our cataloging lessons were very useful."

"Mr. Stoltz' cataloging sessions very helpful."

"It was a pleasure to work with Mr. Stoltz in re-appraising rationale of organization of materials. We work too closely to this area and tend to forget the why....!"

"I liked Mr. Stoltz's approach to cataloging. His 'common sense' approach was really refreshing. Too many catalogers are too dictatorial."

The two full time laboratory assistants, Sister Caroline Ann and Sister Patricia Stebinger were indispensable to the program and spent hours teaching use of equipment and production of materials. And speaking of indispensable persons, we cannot omit Mrs. Bake, secretary, who typed hundreds of letters, stencils, and did very expeditiously all things that needed to be done for an operation of this kind. The part-time staff were also most helpful and lived near enough to be able to be present for evening consultation and assistance according to schedule..

"Mrs. G. Clark was excellent as an elementary consultant - and full of ideas and suggestions for utilizing what we are learning."

"... I gained many workable ideas from Mrs. Clark for making my time count in the Elementary Schools."

Mrs. Sanford was equally helpful on the secondary level.

10. Lecturers

The lecturers were much appreciated and covered the program

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of the Institute without too much overlapping in subject matter, which is almost inevitable when several speakers come in for single lectures.

Dr. Gerletti's lecture on media the the theory of learning was rated highest according to participant evaluation. The other lecturers and demonstrations are listed here as ranked for their effectiveness:

- 2 Lecture on Production - Dr. Kenneth Yost
- 3 Transparencies - 3M - Ken Mosher
- 4 Visual Maker - Jim Yoes
- 5 Working with Teachers - Marilyn Campbell
- 5 Organizztion of Media Program - Kenneth Butler
- 5 Video tape - Dr. Richard Gilkey
- 6 Graphics demonstration - George Karlson
- 7 Care of equipment - Dennis Suption

The consensus was that the last two gave poor presentations; however some felt that they learned much even from these. One person rated Mr. Sumption as excellent; two others gave him a rating of one.

Comments:

"The choice of lecturers was well planned and directly to the point. We were encouraged to ask questions so could get very good information from those best able to supply it."

"It's encouraging to see so many vital, intelligent and personable people in this field. Their enthusiasm is contagious."

"The lecturers present a variety of needs for A V programs. I personally benefited most from Dr. Yost and Dr. Butler and I would like to add Mrs. Clark to the list of those who gave me some good ideas!"

Two persons thought that the lecturers needed better information about "who we were and what our various backgrounds and experiences have been."

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11. Unique Features of the Institute

according to participants the unique features of the Institute were: a friendly, relaxed learning atmosphere; cooperation; a sharing of problems and solutions; individualized approach; excellent aid by instructors; planning and organization; facilities and availability of equipment; media from every angle; possibility of becoming familiar with A-V materials.

12. Use of "New Materials"

The very nature of the program made it possible to use a variety of "new materials" in combination with the lectures and as learning tools. For example, filmstrips, film loops, slides with tapes or records, and transparencies were used to teach participants various methods of making transparencies, how to use the seal press, how to set up video tape equipment, etc. Combinations of filmstrips and tapes or records were used to show how to organize a media center, and how to plan objectives in teaching. Also, some of the participants made films to show how to use the library or certain types of A-V equipment. Longer films shown for orientation were, "Make a Mighty Reach", which was very good, and "Child of the Future", which was helpful but is beginning to be a little outdated in our changing educational world.

13. Enrollees Answers "Most Significant Thing that Happened to You"

Following are some answers to the question, "What do you consider was the most significant thing that happened to you during the Institute?"

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"I don't think I can answer this. I got a lot of little things - ideas, experiments, friendships, consider the time spent as bothworth-while and really enjoyable."

"For perhaps the first time since being a librarian, I am proud of what I am and looking forward to being more of a resource person for everyone in the school."

"I was fired with enthusiasm and ideas that can improve the A V program in my schools and make school more interesting to the students. I want to begin with my principals immediately and with the teachers at the beginning of the year."

"I overcame my fear of some of the equipment and methods - this was 3/4 of my problem with A.V. materials."

"I have now the definite determination to start a program to make my libraries a media center rather than just a book library. Slow, but determined, will be my attack."

"The learning in the cataloging department - (this was my problem). The experiences of the use of the Visual maker and the possibilities of its use."

"I realize the importance of making Audio visuals available to students' use as well as teachers' use in classrooms."

"To me the most significant outcome was the perspective I reached in seeing the need for a District A V coordinated program in Rockwood. I have gained confidence in myself in this area and look to develop a district-wide In-Service Program this fall."

"Perhaps the experience of seeing when materials and equipment are available a lot of production can take place fairly easily."

"The inspiration it has given me to put a lot of things into first the planning stage and hopefully then into the action stage with a follow-up plan always ready to go."

"Reinforcement of my philosophy of the IMC and the realization that the library is in a state of change nationally and that we must meet the challenge."

"I have had time to talk, listen, experiment and evaluate both materials and systems and in the process have made some positive decisions as to future programs."

Others said they became familiar and comfortable with A V equipment and materials; became aware of possibilities for student participation in production and use of media; were concerned to think carefully about kinds of media used with students; had better idea of where to turn for information on media; knew how to organize and maintain and utilize A V material; had desire to learn more about it.

In my estimation the most significant thing that happened to the group as a whole was that by working with the media they became competent in production and use and were fired with enthusiasm to go ahead with a program in their own schools, with a certain pride in their position. This was shown in their plans for the coming school year.

14. What Do Enrollees Say They Will do Differently

In general, the participants are already involved in long range plans for their media centers, hoping to work these out with their superintendents and principals. Nearly everyone mentioned involvement with students and workshops for teachers. Cataloging the non-book materials has priorities with many. Careful selection of equipment and materials was stressed. The interchange of ideas with each other engendered a real enthusiasm to go head with plans.

14. Follow-up Arrangements

We asked the group about a follow-up of some sort later in the year. All but one was in favor of some kind of newsletter, or a meeting of those near enough, perhaps at some state convention. The participants wanted to hear how others succeeded with the film-

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making, and what problems they had and how they could be remedied or improved.

I believe the newsletter could be carried out, perhaps next January or February. Smaller groups of those within Oregon and Washington could be worked out by participants themselves.

16. Major Strengths of the Institute

The major strengths of the Institute according to the Participants were: Faculty and staff were knowledgeable, cooperative, and ready to help; Good communication between staff and students; General informality and relaxed but motivated learning atmosphere; Excellent organization and well planned program; Outstanding speakers and consultants brought experiences of many specialists; Facilities, availability of materials, freedom to work independently.

I would add, from the viewpoint of the staff, that we had an outstanding group of participants - all very enthusiastic, constantly sharing between classes, at meals and in the dormitories. They said as a group, "We would hire ourselves."

17. Major Weaknesses

The major weaknesses were: Too close scheduling of planned activities for so short a time; A couple of demonstrators seemed too interested in selling their products, according to some participants; Video-tape equipment was in a different building than the lab; The short time did not permit the return of the processed film on time for review and evaluation. About half of the participants could not think of any weaknesses.

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18. Major Problems

The major problems, though not very great, coincide closely with what we listed above as weaknesses. The short session required that we have 2 super 8 mm cameras to take care of filming time. We made arrangements to rent a second camera for a week, but only the first film produced came back in time to be reviewed. A follow-up report on the others was planned.

Just as the brochures were ready to be printed, one of the part-time instructors learned that a tentative European trip was possible, so withdrew. Later the second part-time instructor decided she could not help enough on media and asked to withdraw. We were fortunate in finding three excellent substitutes who did a fine job.

Three of the men knew quite a bit about photography already so we asked them to assist in instructing the women with the film-making, and provided materials for hand made slides and other photographic experiments.

Mr. Sumption from Singer Company contacted me to ask whether he could give a demonstration for the Institute. I thought he was one of the representatives whom we had contacted for this purpose and set a date. I later discovered my mistake but could not change the plan. This crowded our program and he was not well-prepared for his subject. This was the weakest point in the program, however, some said they gained useful information from him.

19. What Would You Change if You Were to Direct Another Institute?

a) I believe the objectives of the Institute were very well

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fulfilled. All were very satisfied and enthusiastic about their added knowledge of the audio-visual media area of their libraries, and had confidence that they could go ahead on their programs.

b) The librarians were from all levels of elementary and secondary schools. This worked out satisfactorily as they were divided into two almost equal groups, secondary and elementary, for lab periods with consultants for both levels.

c) The dates for the Institute, June 22 to July 3, were about right. The one disadvantage was the closing date, July 3. They were anxious to be on their way home early Friday afternoon to avoid the heavy traffic of the July 4th weekend.

d) Two weeks was about the right length. The scheduling was a little close, but another week would have been too long and too tiring.

e) The number of participants (25) was a good number to work with for the amount of equipment and to keep the friendly, informal exchange. Perhaps 2 or 3 more could have been included with the same results.

f) The scheduled time was a little crowded. If I were to direct another institute, I would plan to shorten it by about two outside demonstrations, and not try to make two stops on a field trip. This would give a little more free time and avoid some pressure.

g) I believe the substantive content and teaching skills

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were very well balanced and much leeway was given for individual choice and experimentation.

h) The size of the staff was about right for the number of participants. As planned in the beginning two part-time staff members instead of three could have been used if the same number of hours were covered. The arrangement this time gave the added strength of a media specialist with the very latest ideas.

i) The budget seemed about right. It was a little difficult to judge the cost of materials some invoices are slow in coming to make the final report. However, the possibility of adjusting the amounts from one item to another will quite easily balance in the total.

20. Potential Impact on Regular Academic Year Program of This Institution

The general morale of the administration, faculty and staff have probably been raised at least one point by hearing the high praises of Marylhurst College sung by an outstanding professional group.

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IV CONCLUSIONS

In spite of being over-repitiitious we can do nothing but conclude that the Institute was very successful. As they left, every participant used superlative complimentary statements to describe the two-week experience. Each had definite and positive plans for the coming school year.

We could scarcely have chosen a better group of participants to work with, but problems of selection at a future institute, if there is one, could be more easily solved by adding a few pertinent questions to discover more definite information about the background of participants.

We are grateful to the Office of Education for the opportunities offered by this grant.

V.

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General Session Ad 100 :on. 6/22/70	Cataloging Ad 102 Tues. 6/23	Production Ad 100-101 Wed. 6/24	Thurs. 6/25
9:00-10:15 Get Acquainted Announcements Tour of Facilities Staff	Media and the Theory of Learning. Dr. Robert Gerletti Chairman - Seaver	Transparencies - 3 M Mr. Ken Mosher Hostess - Gimpf	Individualized Instruction Field Trip Alert Center, Pacific University Hostess - Streff
10:11-10:30 Coffee Break			
10:30-12:00 General Session Theory of School Media Program Seaver Clark	Dr. Gerletti - as above	Working with Teachers Mrs. Marilyn Campbell Hostess - Streff, Sanford Greiner	Henry Elementary School Field Trip as above
12:00-1:00 Lunch Period			
1:00-2:15 General Session Cataloging Stoltz Check Proficiency Lists Seaver Stebinger Gimpf Greiner	Graphics Demonstration - Mr. George Karlsch Hostess - Sanford	Working with teachers as above	Group I - Production Seaver Group II - Cataloging Stoltz Stebinger, Gimpf, Greiner (17)
2:15-2:30 Coffee Break			
2:30-4:00 Films: Make a mighty teach Child of the Future Discussion as 2:00 - Greiner Seaver	Graphics Demonstration as above	West Linn Library Field Trip Host - Stoltz	Group I - Cataloging Stoltz Group II - Production Seaver Stebinger, Gimpf, Greiner
6:30-9:00 Library Rowsing, or Lab: Gimpf, Greiner	Transparencies & Tapes Gimpf Greiner Seaver	Transparencies & Tapes Gimpf Seaver Stebinger	Transparencies, Tapes Super 3 mm

Fri. 6/26	Sat. 6/27	Sun. 6/28	Mon. 6/29
9:00-10:15 I - Production Seaver II - Cataloging Stoltz Clark, Gimpl, Breiner			9:00-10:15 Video tape - Dr. Richard Gilkey Hostess - Seaver
10:15-10:30 Coffee break			
10:30-12:00 Lecture on Production Dr. Kenneth Yost Hostess - Clark	10:00-12:00 Independent work Lab open Stebinger, Seaver		as above
12:00-1:00 Lunch Period			
1:00-2:15 Dr. Yost, as above	1:00-4:00 Independent work Lab open Gimpl, Breiner	1:00-3:00 Independent work Lab open Breiner, Seaver	1:00-2:15 I - Cataloging Stoltz II - Production Seaver Clark, Stebinger
2:15-2:30 Coffee break			
2:30-4:00 I - Cataloging Stoltz II - Production Seaver Clark Stebinger Gimpl Breiner		3:00-5:00 Independent work Lab open Gimpl, Stebinger	2:30-4:00 I - Production Seaver II - Cataloging Stoltz Clark, Stebinger
6:30-9:00 by appointment			Gimpl Breiner Sanford Seaver Stebinger

Tues. 6/30.	Wed. 7/1	Thurs. 7/2	Fri. 7/3
5:00-10:15 I - Cataloging Stoltz II - Visualmaker & deal Mr. Jim Yoes Hostess - Clark	Organization of Media Programs - Mr. Kenneth Butler Hostess - Gimpl	I - Production- Clark II - Cataloging Stoltz Greiner Sanford Gimpl	I - Production Clark II - Cataloging Stoltz Gimpl Greiner Sanford
10:15-10:30 Coffee Break			
10:30-12:00 I - Visual maker & deal Press Mr. Yoes II - Cataloging Stoltz Clark Stebinger	Mr. Butler as above	I - Cataloging Stoltz II - Production Sanford Stebinger Gimpl Clark Greiner	I - Cataloging Stoltz II - Production Sanford Stebinger Gimpl Clark Greiner
12:00-1:00 Lunch			
1:00-2:00 Roosevelt High school Field Trip - Knapp Project Hostess - Streff	Butler as above In Lab: Gimple, Greiner, Stebinger	I - Care of Equip- ment, etc. Mr. Dennis Sumption Hostess - Sanford II - Independent Lab Clark Stebinger	1:30-3:00 Sharing Period Summary Written Evaluation Clark Streff Sanford Greiner
2:15-2:30 Coffee Break			
2:30-4:00 as above	Butler as above Lab: as above	I - Independent Lab Clark Stebinger II - Care of equipment Mr. Dennis Sumption Hostess - Gimpl	
6:30-9:00 Gimpl Sanford Greiner Weaver Stebinger	Gimpl Sanford Greiner Stebinger	Gimpl Sanford Greiner Stebinger	

Marylhurst College
Media Institute in Training for Librarianship
June 22, 1970

Proficiency Check List

Name _____

We need to know the level of your competency in the production of materials so we can plan the lab sessions to meet your needs. Will you please check the column which best describes your present "know-how".

	Proficient	Fairly Proficient	Inexperienced
<u>Overhead Transparencies</u>			
Handwritten	_____	_____	_____
Thermofax executed	_____	_____	_____
Diazo processed	_____	_____	_____
<u>Seal Press</u>			
Dry mount	_____	_____	_____
Lamination	_____	_____	_____
Color lift	_____	_____	_____
<u>Slides</u>			
35 mm - using copy stand	_____	_____	_____
Kodak Visualmaker	_____	_____	_____
Color lift - contact paper	_____	_____	_____
<u>Film</u>			
Super 8 mm	_____	_____	_____
<u>Audio Tape</u>			
Tape with music and narration	_____	_____	_____
<u>Equipment - Operation</u>			
Motion picture 16 mm	_____	_____	_____
Filmstrip projector	_____	_____	_____
Slide projector	_____	_____	_____

Overhead projector	_____	_____	_____
Tape recorder	_____	_____	_____
Seal press	_____	_____	_____
Opaque projector	_____	_____	_____
<u>Equipment - cleaning</u>			
Tape recorder	_____	_____	_____
Motion picture projector	_____	_____	_____

Participants' TO DO for Production

The following assignments in production are suggested for members of the Institute. If you are already proficient in an area and would like to substitute self-chosen activities more relevant to your needs in Media feel free to do so. Please check with Sister Ann Seaver early in the Institute. "Stations" for the assignments are set up in Administration Building 100 and 101. Lab assistants are available according to schedule.

TO DO OVERHEAD TRANSPARENCIES	Materials Needed
1. Handwritten transparency. Try out different types of markers giving the Trade Mark name of each.	Projectofilm Various pens & pencils
2. Handwritten transparency executed with a pen. Include color.	Projectofilm Pens
3. Thermofax - Secretary copies Master executed with different pens and pencils. Film type 127, heavy weight positive with black image- Use the assignment sheet labeled "no.3"	Thermofax Masterpaper (typing) India and eternal ink Various pens Grease pencil Rub-on letters (dry transfer) Typewriter Letterguides Double-face tape Magazine Type 127 - 3 M film
4. Thermofax Master executed with pen, pencil, etc. Film type 888 any one color. Color image on clear background	Masterpaper Pen, pencil Film Type 888 3 M Thermofax
5. Thermofax Choice of handmade master or printed master. Film type 129 - color background with black image.	Thermofax Master, pens, pencils (3 M original masters) Type 129 - 3 M film
6. Diazo processed transparency. Master made on translucent paper with opaque image (felt pen, india ink, etc.) Film, any color of diazo.	India or eternal ink Pen & holder Translucent master paper Diazo film Scissors Diazo machine (Visucom Copier)
7. Diazo processed transparency with at least one overlay. Use hinges.	All items labeled under No. 6. Hinges & mounting frame Template for registration

8. Color lift transparency. Use the
Seal Press
Spray the transparency

Magazine picture
Seal Press
2 pens for water
Liquid detergent & sponge
Paper towels
Clothespins & line
Tape and kraft paper
Backing for spraying
Spray
Transpara film
Pressure board
Cover paper (kraft)

SEAL PRESS

TO DO	MATERIALS
1. Dry Mount a picture, Small size is OK.	Seal press heated Tacking iron Magazine pictures Posterboard for backing Brown wrapping paper Dry mount tissue Paper cutter, scissors
2. Laminate a picture, one side or both, depending on need.	Seal-lamin film Seal press heated Brown wrapping paper Paper cutter, scissors Magazine pictures Compression board
3. Color lift (see assignment no. 7 under Transparencies)	

PHOTOGRAPHY

TO DO	MATERIALS
Slides. A minimum of 6, maximum of 20. Use a 35 mm camera mounted on the Rowi Copy Stand. Photograph colored pictures in books of magazines. In order to complete the assignment and ex- pedite processing you may wish to share a roll of film.	Film Kodachrome II K135-20 35 mm camera with light meter copy stand with lights Glass for covering book (if used) Black paper for blocking out margins.

2. Slides. Use the Kodak Visualmaker for 4 slides, colored pictures in books or magazines. Share film.	Film - Kodachrome X 126-20. Instamatic 304 Camera on Visualmaker stand (loaned from Educational System) Flash cubes (4 flash shots to a cube.) Picture to copy
3. Prepare two 2x2 slides by the color lift process using clean contact paper. Mount slides in cardboard frames.	2x2 squares of contact paper Magazine pictures, clay coated Water & detergent Slide frames
4. Super 8 mm film. Two participants to a cartridge of film. Use Bell & Howell super 8 mm camera. Make a single concept film.	B & H super 8 mm Super 8 mm film cartridge 2 flood lights Limbo paper Story board (sheets and/or 3x5 cards) Tripod for camera
5. Optional. Experimental slides, handmade with transparent papers, tissues, etc. Various mounts. See samples.	Various slide mounts Scissors, glue, pens, etc.

AUDIO TAPE

TO DO	MATERIALS
Make one tape. Have a musical introduction and close. Raise and lower the volume on the music for the introduction. Raise volume gradually for close. Straight narration is acceptable for the script of the tape but try for pupil involvement. The assignment is planned for reel to reel recording but if the cassette is preferred, arrangements can be made for it.	5" tape Tape recorder with spare 5" reel & mike Records Record player Patch cords Leader tape Tape splicer

INSTITUTE FOR TRAINING IN LIBRARIANSHIP
MARYLHURST COLLEGE

June 22- July 3

Selected Bibliography of Books on Media

Available for examination at the Shoen Library desk. These may be used in the library during the day and checked out from 9 p.m. to 9 a.m.

- 371.33 B81a2 Brown, James W., Lewis, Richard B., Harclerod, Fred F. A-V Instruction: Materials and Methods. 2d ed. New York: McGraw-Hill Book Co., c1964.
- 371.33 D369m de Kieffer, R. E. Manual of Audio-visual Techniques. 2d ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., c1962.
- 371.33 Eb7o Eboch, Sidney C. Operating Audio-visual Equipment. San Francisco: Howard Chandler, Publisher., c1960.
- 371.33 K32p Kemp, Jerrold E. Planning and Producing Audiovisual Materials. San Francisco: Chandler Publishing Company, c1963.
- 371.33 M666s Minor, Ed. Preparing Visual Instructional Materials. New York: McGraw-Hill Book Company, Inc., 1962.
- 371.33 M827p Morlan, John E. Preparation of Inexpensive Teaching Materials. San Francisco: Chandler Publishing Company, c1963.
- 371.33 S785 _____ Standards for School Media Programs. Chicago: American Library Association, 1969.
- 371.33 W78a4 Wittich, Walter Arno & Schuller, Charles Francis. Audiovisual Materials: Their Nature and Use. 4th ed. New York: Harper & Row, c1967.
- 371.335 C912 _____ Creative Teaching. St. Paul: 3M Education Press, c1966.
- 371.335 D293i Davis, Harold S. "Illuminate Your Lecture" Educational Research Council of Greater Cleveland, c1964.
- 371.335 L756d Linker, Jerry Mac. Designing Instructional Visuals. Austin, Texas: Instructional Media Center, The University of Texas, 1968.
- 371.335 M379b Martin, Blanche Bulletin Board Creations. Fayetteville, Arkansas: Library Media Productions, c1969.
- 371.394 M272pr Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, c1962.
- Dale, Edgar. Audiovisual Methods in Teaching. 3rd ed. New York: The Dryden Press, Holt, Rinehart and Winston, Inc., c1969.
- Scuorzo, Herbert E. The Practical Audio-Visual Handbook for Teachers. West Nyack, New York: Parker Publishing Co., Inc, c1967.

BIBLIOGRAPHY FOR CATALOGING NONBOOK MATERIALS

BACKGROUND:

Anglo-American cataloging rules. Chicago, American Library Assoc., 1967.

TOOLS:

Cutter, Charles A. Cutter-Sanborn three-figure author table. Huntington Co.

Dewey, Melvil. Dewey decimal classification and relative index. 9th abridged ed. Lake Placid, N. Y., Forest Press, Inc., 1965.

Sears list of subject headings; 9th ed., ed. by Barbara Westby. New York, H. W. Wilson Co., 1965.

MANUALS AND HANDBOOKS:

Clarke, Virginia. Non-book library materials. Denton, Tex., N. Texas State College, 1953.

Gambee, Budd L. Non-book materials as library resources. Chapel Hill, U. of N. Carolina, 1967.

Hopkinson, Shirley L. The descriptive cataloging of library materials. 3d ed. San Jose, Cal., Claremont House, 1968.

Keen, Eunice. Manual for use in the cataloging and classification of audiovisual materials for a high school library. Lakeland, Fla., [The Author], 1955.

Michigan. Western Michigan U. Manual for processing non-book materials in school libraries. Rev. Kalamazoo, [The Author], 1966.

Piercy, Esther J. Commonsense cataloging. New York, H. W. Wilson Co., 1965.

Plunkett, Dalton G. Cataloging standards for non-book materials. 2d ed. Portland, Ore., Northwest Library Service, Inc., 1969.

Rufsvold, Margaret I. Audio-visual school library service. Chicago, American Library Association, 1949.

Sisters of the Holy Names of Jesus and Mary. Library manual. Marylhurst, Convant of the Holy Names, 1960.

Westhuis, Judith L. Cataloging manual for nonbook materials in learning centers and school libraries. Rev. ed. Ann Arbor, Michigan Assoc. of School Librarians, 1967.

PROCESSING:

Bro-Dart catalog

Demco catalog

Gaylord catalog

Muller, Robert. "Multimedia shelving". School Library Journal, Feb. 15, 1970, SLJ p. 50, LJ p. 750.

PERIODICALS OF INTEREST TO
THOSE WORKING IN THE IT/GRAPHICS AREA

Audio-Visual Instruction: By DAVI. NEA. Published 10 times per year, 8.00 per year or free with 15.00 DAVI dues which also bring you AVCR (Journal).

Audio-Visual Instruction
NEA. 1201 16th Street N.W.
Washington, D. C. 20036

Education Age: Published 5 times a year by 3M Company. Of general interest. Non-technical. For teachers. Leans to "elementary" etc., but some useful overhead masters, articles. 10 issues, 4.00.

Education Age
3M Company, Box 3100
2501 Hudson Road
St. Paul, Minnesota 55101

EDUCATIONAL PRODUCTS INFORMATION EXCHANGE: (EPIE Forum) Monthly. Includes a pull-out center folio on one kind of equipment each issue, listing specifications, etc. Also some good articles by good people. 25.00 per year.

The EPIE Forum
P. O. Box 2379
Grand Central Station
New York, New York 10017

Educational Technology: Monthly. A must for the serious Itofile. Plenty of good stuff in this--worth the rather steep 18.00 per year tariff.

Educational Technology Publications, Inc.
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Film Library Quarterly: Indexed in H. W. Wilson's Library Literature. 8.00 per year.

Film Library Information Council
101 West Putnam Avenue
Greenwich, Conn. 06830

Media and Method: Nine times a year, September through May, 5.00. Started as a paperback review magazine--still a lot about books, but some good articles on media.

Media and Methods
134 N. 13th St.
Philadelphia, Pennsylvania 19107

DRY MOUNTING

Objective: Learn To Mount a Flat Picture Using Dry Mount Tissue.

Introduction:

The dry mounting method of bonding materials together has proven to be an effective way to mount visual material for classroom use. This method uses a dry mount press or hand iron to apply heat and pressure when mounting a picture to a backing material. Between the visual and the backing material is a sheet of dry mount tissue with heat-sensitive adhesive on both sides. When heat and pressure are applied the adhesive bonds the items together.

Materials:

- a. Poster board of some type
- b. Dry mount tissue
- c. Magazines for pictures
- d. Cover paper
- e. Tacking iron

Procedure:

1. Set up PRESS and TACKING IRON. (If already in use, these steps may not be necessary.)
 - A. Set TEMPERATURE CONTROL on PRESS at 225 degrees.
 - B. Move POWER SWITCH to on position. (GREEN LIGHT will go on if PRESS is not ready to use; that is, if it hasn't heated sufficiently.)
 - C. Make sure TACKING IRON is plugged in and set at hi position.
2. Get materials ready.
 - A. From a magazine, cut about a 4" x 6" picture.
 - B. Observe PRESS. When GREEN LIGHT has gone out temperature is correct and PRESS is ready to use. Insert picture and exercise (backing material) side by side in folded COVER PAPER into PRESS. Close PRESS for about 30 seconds. Open PRESS and remove picture and backing material. (The materials are pre-heated in this way to remove excess moisture that might interfere with the bonding process.)
 - C. Lay picture face down and tack tissue (either side) to the back using an edge or tip of TACKING IRON. Make an "X" pattern in the center of the tissue. Pick up the tissue gently to test if it is tacked to the picture firmly. If the tissue and picture fall apart, tack again. (Tacking is done to assure that picture and tissue remain together during the trimming and mounting process.)

- D. Trim picture and tissue on PAPER CUTTER so picture appears as you want it. (Sometimes, getting the edges of the tissue and the picture to cut together exactly is difficult when the PAPER CUTTER is used. A cleaner, more accurate cut can be made with a razor blade and a metal straight-edge ruler. The Lab Assistant will furnish these items on request.)
- E. Center picture and tissue in frame on backing material (Exercise) with tissue between picture and backing material. Hold picture in place carefully and lift one corner slightly. Tack tissue to backing in that corner. Do the same at the opposite diagonal corner. (This keeps picture-tissue-backing combination together and in place.)

3. Mounting.

- A. Open PRESS. Carefully insert picture-tissue-backing combination inside COVER PAPER. Close PRESS for about 30 seconds. (Although the film suggests 10 seconds, 30 seconds is preferred.) Open PRESS and remove mounted picture and COVER PAPER.
- B. Examine mounted picture. If it has bubbles or blisters, or if the edges are not securely bonded, repeat step 3A, immediately.
- C. Put mounted picture under METAL WEIGHT. (This helps to draw the heat out quickly and reduces curling effect.)

4. Repeat Activity as needed.

5. Put away equipment and materials.

- A. Put POWER SWITCH in off position.
- B. Unplug TACKING IRON.

COLOR LIFT PROCESS

1. Material Selection

Select a color picture from a clay-based, slick magazine such as Life, Look, National Geographic, and trim it to desired proportions.

2. Lift Material

Use a commercial color life acetate or clear contact Brand shelf material. Lay emulsion side or sticky side next to colored picture in sandwich fashion.

3. Heat Process

Office copying machine can be used if copy is portected with larger paper shields. Set control toward darker setting and run through several times. (Thermofax - Transparency Film Type 702)

Dry mount press may be used with same paper shields for several seconds. (Same Press Transparency film)

Iron on wool or cotton setting can be used with heavy paper guards. Exert downward pressure while ironing.

4. Lifting Paper

After checking to be sure no air bubbles are left between acetate and picture, submerge heat laminated picture and acetate in warm water and detergent.

5. Soaking

Soak for 5 minutes and gently life or rub off paper. Small amounts of clay or paper adhering to surface of acetate can be gently rubbed by hand with detergent solution.

6. Drying and Finishing

After acetate dries thoroughly, apply commercial liquid color enhancer to color side or spray with clear plastic aerosol.

7. Mounting

Mount print and mask off undesirable margins with masking tape or paper. Flaws in color life can be touched up with a colored transparency pen.

HEAT COPY REPRODUCTION

Objective: Learn to Prepare and Produce Materials Using the Heat Copy Process

Introduction:

The heat copy process is a fast, easy way to make paper or transparent copies of flat graphic materials. As a wide variety of papers and films are available, many different effects can be achieved. In the Learning Resources field the heat copy process has been particularly valuable in making transparencies for use on the overhead projector.

The original material to be copied in this process must have a carbon content. Regardless of the colors in the original material, the copy will be reproduced in only one color. All colors will not copy equally well, some will not copy at all.

Film materials cost about 15-43 cents a sheet. Therefore, wasting materials can be expensive. However, economical use can be effected if inexpensive strips of heat process paper are used to pre-determine the best setting for the heat copier before full sheets of paper (3-5 cents) or acetate are used. When a good reproduction is made on the test strip the film copy should also be good at the same setting of the copier.

Materials: Film, test strip, master.

Procedure:

1. Determine the correct setting of HEAT COPIER.
 - A. Turn DIAL on top front of COPIER until WHITE OVAL BUTTON is set at RED LINE on DIAL. As COPIER heats, RED LINE will move clockwise. Therefore, it may be necessary to re-match the RED LINE and WHITE BUTTON on occasion. (Marylhurst College copier has a different dial.)
 - B. Set master and test strip on FEED TRAY, face up, so they are centered between the two red marks.
 - C. Turn HEAT COPIER on by pushing down on ON-OFF SWITCH BAR. (Marylhurst College copiers turn on automatically when paper is fed in.)
 - D. Push master and test strip together into COPIER until they begin to move through on their own. Catch materials as they are fed out of bottom of COPIER.
 - E. Examine paper strip. Compare it to the posted examples. If the copy is too light, move DIAL to a slightly darker setting (counterclockwise). If too dark, do the opposite.
 - F. Repeat Steps B through E until you have a good paper copy. Note DIAL setting: Where is WHITE BUTTON in relation to RED LINE?

2. Produce a heat copy transparency.

- A. Use DIAL setting determined in 1-F above.
- B. Place sheet of transparency film (cut corner to top right) over master.
- C. Run the film and master combination through COPIER.

3. Laminate a picture or printed copy.

- A. Heat up the thermofax, darkest setting.
- B. Make up a set of
 - a. Interleaf paper on top
 - b. Laminating film with adhesive (rough, not shiny) side toward the original
 - c. Original to be laminated
 - d. Laminating card (waxed) either side up(Each side of the original must be laminated separately.)
- C. Place set--with interleaf on top--into the machine.
- D. Repeat process for laminating the other side of the original. Alternate the use of each side of the laminating card.
- E. If the laminated copy is passed through the machine a second time to reduce the curl, lower the dial setting to medium.

STEPS IN MAKING A SUPER 8 mm FILM

1. Identify the topic to be filmed.
2. Evaluate the topic for appropriateness of the medium. Is super 8mm best for this?
3. Decide what you want to photograph. How will the film be used? (for groups, individuals)
4. Choose a crew: cameraman, script writer, director, lights, props, etc.
5. Analyze the task: principal steps, secondary, tertiary.
6. Devise the story board; 3x5 cards with a rectangle for the pictures, a space for the script, the type of shot (long, medium, close up), the number of seconds for each picture.
7. Prepare the script giving any directions needed in regard to filming. If film is to have sound added script may accompany.
8. Shoot the film.
9. After processing view and edit.
10. Send for Technicolor to make loop.
11. Total cost varies but 7.00 probably.

WHAT YOU WILL NEED FOR A TABLE-TOP SET UP

1. Story board or script.
2. Prop list.
3. Materials, devices and / or talent which you are shooting.
4. A clean working surface with an uncluttered background, limbo if needed, Limbo is a large sheet of white or colored paper used for background.
5. Minimum of two lights, each with flood / spot capabilities. Barn doors if possible.
6. Tripod with pan / tilt head. Height adjustment. Must be sturdy. A good "still" tripod may be adequate.
7. Super 8 mm camera, filter pin, etc. Be sure you run tests with the camera if you are not familiar with its operation.
8. Extension cords, four box if necessary.
9. Notebook for keeping camera report -- any problems with shooting in case you are planning to edit. (Try to edit in the camera)

LIBRARY INSTITUTE

EVALUATION

PARTICIPANT _____

DIRECTIONS: Please help us evaluate the Institute on the basis of things you have learned or growth you have made in developing your own program by marking the rating scale or making comments on any of the areas listed.

1. What information would have been helpful to receive before you came to the Institute?

2. Physical facilities

_____ Excellent
_____ Good
_____ Fair
_____ Poor

Additional comments: _____

1. Very useful
2. Useful
3. Fairly useful
4. Not useful
5. Not used

3. Field trips

West Linn _____
Pacific U. Alert Center _____
Henry Elementary _____
John Adams _____
Roosevelt (Knapp Project) _____

Additional comments: _____

4. Laboratory work

Transparencies _____
Dry mount _____
Slides _____
V.T.R. _____
Tape recording _____

8 mm _____

Visual maker _____

Other _____

Please list _____

Additional comments:

5. Participant communication with director and staff. Were the methods used effective?

6. Effectiveness of lectures and consultants

Media and the theory of learning - Dr. Gerletti _____

Graphics demonstration - George Carlson _____

Working with teachers - Marilyn Campbell _____

Transparencies - 3M - Ken Mosher _____

Lecture on production - Dr. Kenneth Yost _____

Video tape - Dr. Richard Gilkey _____

Visual maker - Jim Yoes _____

Organization of media programs - Dr. Kenneth Butler _____

Care of Equipment - Dennis Sumption _____

Additional comments:

7. What do you consider as being unique features of the Institute?

8. What would you consider was the most significant thing that happened to you during the Institute?

9. Would you be interested in a follow-up of some sort later in the year? Any suggestions?

LI 002 639

ATTENTION: LIBRARIAN

STAFF

Director:

Sister Marie Streff, Librarian
Marylhurst College

Assistant Director:

Sister Margaret Flynn
Marylhurst College

Instructors:

Sister Ann Myra Seaver
Marylhurst College

James R. Stoltz
Marylhurst College

Miss Bertha R. Hudon
Library Consultant,
Mid-Columbia Education Center
The Dalles, Oregon

Lecturers:

Dr. Robert C. Gerletti
Director, Division of Educational Media
Los Angeles County Schools
Faculty University of Southern California

Dr. Kenneth Yost
Professor of Education
Director of Educational Media Center
Oregon College of Education

Mr. Kenneth W. Butler
Associate Professor
Audio Visual Librarian
Portland State University

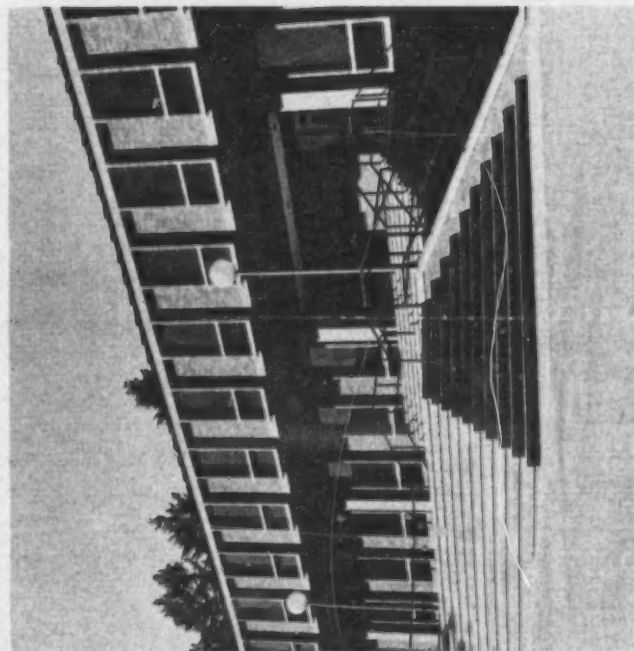
Dr. Richard Gilkey
Audio-Visual Supervisor
Portland Public Schools

Mrs. Marilyn Campbell
Supervisor of School Libraries
Seattle Public Schools

Mr. George Karlson
Graphics
Marshall High School, Portland

Institute for Training
in Librarianship

MEDIA
PRODUCTION,
ORGANIZATION
AND UTILIZATION



June 22 to July 3, 1970

Marylhurst College
Marylhurst, Oregon

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
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MEDIA PRODUCTION, ORGANIZATION AND UTILIZATION

Institute for Training
in Librarianship

June 22 to July 3, 1970

PROGRAM

This Institute is planned for twenty-five school librarians who have experience in organizing and administering the printed media programs, but need training in selection, organization and use of non-book materials. Two weeks of lectures, demonstrations, field trips, readings, discussion, operation of equipment and intensive work in selection and preparation of materials will prepare the participants for implementing effective multi-media programs in their schools.

The program begins on Monday, June 22 and ends Friday, July 3. Daily sessions Monday through Friday run from 9:00 to 12:00 a.m. and 1:00 to 4:00 p.m. Three semester hours of credit (4½ quarter hours) may be earned which are applicable to fifth year requirements for teacher certification, but not for a graduate degree.

CRITERIA FOR ADMISSION

Applicants (men and women) should have:

1. *Eight semester hours (12 quarter hours) of library science, including cataloging, or evidence of satisfactory preparation.*
2. *One year of experience as a school librarian at any level, grades K through 12.*

Preference will be given to applicants from the Northwest: Oregon, Washington, Idaho, Nevada.

STIPENDS

Each participant in the Institute will receive a stipend of \$75.00 per week plus \$15.00 for each dependent. No tuition will be charged. Participants will pay their own travel and living expenses.

APPLICATIONS

Completed applications should be postmarked no later than April 10, 1970. Notification of acceptance to successful applicants and alternatives will be mailed out by April 20, 1970. For application forms please call or write:

*Sister Marie Streff, Director
Institute for Training in Librarianship
Marylhurst, College
Marylhurst, Oregon 97036
Telephone: 503-636-8141*

This Institute is made possible through a grant from the U.S. Office of Education under the provisions of Title II-B of the higher Education Act of 1965.

FACILITIES

The Marylhurst College Media Center with a complete selection of audio-visual equipment and facilities for producing a variety of media will be used for training and laboratory work. Also available to the Institute is the new Shoen Library with its fine collection of books, periodicals, recordings, filmstrips and other educational media.

HOUSING

Men and women participants are urged to live on campus in order to make full use of available equipment. Modern residence halls are available for Institute members at the nominal fee of \$35.00 per week (board and room). For commuters, separate meal tickets may be purchased from Saga Food Services in the Commons.

RECREATION

Marylhurst is twenty minutes from downtown Portland theaters, museums and shops. The Marylhurst campus, which borders the Willamette River, has a glass-enclosed swimming pool, tennis courts and fifty wooded acres with trails and private picnic and fishing grounds.

This institution is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color or national origin.